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ABSTRACT

Three steps in teaching reading to Upward Bound students are considered in this paper: individualized needs assessment, determination of students' attitudes toward reading, and the actual instruction. In discussing the diagnosis of students' individual needs, the paper describes the Nelson Reading Test and additional diagnostic tests that may be used. It then points to the importance of determining students' attitudes toward reading and discusses the Estes Attitude Scale, noting results obtained when it was administered to Upward Bound students at Florida Agricultural and Mechanical University. Finally, the paper observes that the actual instruction of reading may be conducted in a number of ways and that the selection of high-interest materials is very important to instruction. An appendix discusses various instructional materials and assesses their appeal and success with Upward Bound students. (Author/GT)

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TEACHING READING TO THE UPWARD BOUND STUDENT

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In teaching reading to an Upward Bound student, it is essential to incorporate motivational techniques. The following discussion will include types of reading programs, diagnosis of reading problems, teaching techniques and suggested materials to use with the Upward Bound student in motivating him to read more efficiently and effectively.

TYPES OF READING PROGRAMS

Before designing a reading program, one must first decide the type of program that will best serve the population. Thus a decision must be made as to whether the program will be considered developmental, remedial, or corrective.

Developmental reading refers to the "actual learning of reading skills in a progressive manner with instruction relatively well balanced between word recognition and comprehension". Remedial reading, however, is concerned with developing competency in areas of specific weaknesses. The student is usually taken outside of the classroom until basic weaknesses are overcome. When the student is ready to resume developmental reading, he returns to the classroom. Corrective reading is a phase of remedial reading but deals with minor problems as opposed to major problems and may be handled inside the regular classroom.[1] It is the author's view that the Upward Bound Program deals primarily with the latter of these three programs (ie. corrective reading).

There are numerous reasons to account for the need of correctional reading. The reasons include meager language background, inadequate social and psychological maturity, inappropriate teaching methods, inadequate stress on basic skills, problems vision, hearing or general health, poor work or study habits, lack of motivation, and an inadequate learning environment at home.

DIAGNOSIS OF READING PROBLEMS

In order to assist the student in the area of need and to carry out the program objectives, a diagnostic test should be carefully selected. The author recommends the Nelson Reading Test,[2] Forms A and B as a screening test for the Upward Bound student. This test displays the student's vocabulary and comprehension grade level as well as a total grade level. If the student scores particularly low on one part of the test, or both, additional tests should be administered to determine the exact areas of difficulty. (See Figure 1 for list of additional tests).

In order for a student to read at grade level, he must be able to see. "A study of 29,000 school children with vision deficiencies showed that 67% were behind their proper grade by one or more years".[3] An eye screening test that the author has found easy to administer is the Keystone Telebinocular Eye Screening Test.[4] The binocular vision test screens for fusion problems, near point vision, far point vision, and color blindness. The test does not require a specialist but does require a machine which your institution's Reading Clinic may have available for your use.

Figure 1: Additional Diagnostic Tests

The California Short-Form Test of Mental Maturity

Measures logical reasoning, numerical reasoning, verbal concepts and memory. Yields scores which determine IQ, MA, percentile rank, standard score, and stanine. May be used with all ages.

The California Reading Test

Measures ability in both vocabulary and comprehension. May be used with grades 1-14.

The Stanford Diagnostic Test

Measures specific reading skills and shows relative strength and weaknesses. It can be used as a pre-post test to determine yearly progress. Vocabulary, word recognition and comprehension skills are covered at all three levels.

The Gates-McKillop Reading Diagnostic Tests

Administered individually assessing skills and competencies basic to effective reading in story-type materials. To be used to assess the difficulties of persons reading on or below 6th grade. Subtests include oral reading, word recognition, phrase reading, knowledge of word parts, recognition of the visual representation of sounds, auditory blending, spelling, oral vocabulary, syllabication, and auditory discrimination.

The Spache Diagnostic Reading Scales

Included are 3 word recognition lists, twenty-two reading passages, 6 supplementary phonics tests measuring skills in oral reading, silent reading and auditory comprehension.

"Interest" plays an important role in how well a student reads. Importance lies not only in the interest of the material being read but interest in reading period. One method to determine student's interest in reading is the use of an attitude scale. The scale allows teachers to measure objectively how pupils in their schools and classes feel about reading.

Recently, at the Florida A&M University, the Estes Attitude Scale[5] was administered to 70 of the Florida A&M University Upward Bound students. An itemized analysis (Table 1) indicates that these questions were confusing to the students. Estes' suggestion to rewrite the questions to suit your students, is valid advice. For example, question #7, "Reading turns me on" apparently caused the students some difficulty. Also, question #18, "a certain amount of summer vacation should be set aside for reading" implies that a set time each day of the summer vacation would be required for reading. How much time to set aside is not mentioned. When the attitudes were compared by sex, (see Table 2) it was interesting to note that even though the males had a higher mean ($\bar{x}$=73), the females had a wider range (38-99).

An important step in the diagnostic process is talking with the parents of the students. If a student is having difficulty in reading, often meeting with one or both parents will reveal a reason for the difficulty. One experience the author would like to share was that of a 10th grade student reading at 2.5 G.L.[6] Talking with her mother, it was discovered that both the mother and father had completed only the third grade. Both were considered mentally retarded and made regular visits to the local mental health clinic, taking turns so someone would always be at home with the student. Thus, the home environment produced many of the reasons to account for the need of remedial reading mentioned previously.

TEACHING TECHNIQUES

The best method of reading instruction for the Upward Bound students will vary from project to project. For those projects where only 20-30 students are present each afternoon, an individualized program may be the best method. In this method, the student is placed in a reading book based on the score from the diagnostic test. Each visit, the student will read a passage, complete the assigned work, grade himself, chart his progress, and report to the instructor the results of the day's work. The instructor will discuss the incorrect responses so that the student will learn from his mistakes. The students should however, come together as a group periodically for oral reading.

For the projects that meet only one day per week, the method of group instruction may be more advantageous. An advantage of group instruction is that students do learn from other students, especially in oral reading. One problem, however, is to touch upon everyone's interest and grade level with one set of materials.

SUGGESTED MATERIALS

Whatever the method of instruction, materials should be carefully selected. A wide variety of books for individual instruction are available

TABLE 1: Estes Attitude Scale
Item Analysis

Question	Responses											
	A		B		C		D		E		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Reading is for learning but not for enjoyment.	7	8.9	14	17.7	6	7.6	38	48.1	14	17.7	79	100
2. Money spent on books is well-spent.	20	25.3	35	44.3	19	24.1	3	3.8	2	2.5	79	100
3. There is nothing to be gained from reading books.	3	3.8	8	10.1	2	2.5	25	31.6	41	52.0	79	100
4. Books are a bore.	5	6.1	8	10.2	16	20.5	32	41.0	17	22.0	78	100
5. Reading is a good way to spend spare time.	19	24.1	37	46.8	12	15.2	9	11.4	2	2.5	79	100
6. Sharing books in class is a waste of time.	6	7.7	9	11.5	18	23.1	33	42.3	12	15.4	78	100
7. Reading turns me on.	1	1.2	17	21.5	33	41.8	19	24.1	9	11.4	79	100
8. Reading is only for grade grubbers.	2	2.5	4	5.1	18	22.8	37	46.8	18	22.8	79	100
9. Books aren't usually good enough to finish.	3	3.8	10	12.7	20	25.3	38	48.1	8	10.1	79	100
10. Reading is rewarding to me.	11	14.1	27	34.6	24	30.8	14	17.9	2	2.6	78	100
11. Reading becomes boring after about an hour.	6	7.6	25	31.6	20	25.3	25	31.6	3	3.9	79	100
12. Most books are too long and dull.	10	12.7	24	30.4	20	25.3	23	29.1	2	2.5	79	100
13. Free reading doesn't teach anything.	2	2.5	1	1.3	12	15.2	40	50.6	24	30.4	79	100
14. There should be more time for free reading during the school day.	12	15.2	27	34.1	24	30.4	15	19.0	1	1.3	79	100
15. There are many books which I hope to read.	12	16.9	33	46.5	20	28.2	4	5.6	2	2.8	71	100
16. Books should not be read except for class requirements.	1	1.3	7	9.0	8	10.3	37	47.3	25	32.1	78	100
17. Reading is something I can do without.	7	8.9	4	5.1	9	11.4	27	34.1	32	40.5	79	100
18. A certain amount of summer vacation should be set aside for reading.	6	7.6	15	19.0	31	39.2	18	22.8	9	11.4	79	100
19. Books make good presents.	5	6.3	33	41.8	29	36.7	9	11.4	3	3.8	79	100
20. Reading is dull.	4	5.1	5	6.3	16	20.2	33	41.8	21	26.6	79	100

TABLE 2: Estes Attitude Scale Results
Overall and by Sex

	n	$\bar{x}$	s	Range*
Overall	79	72	12	38-99
Male	24	73	9	55-89
Female	55	69	12	38-99

t = 10; α = .05 $\bar{x}$ = sample mean; s = standard deviation
n = sample size

* Possible range = 28-140

on the market today. Several that the author would like to recommend are discussed in Appendix A.

Media equipment should be part of a reading program to change the pace of reading instruction. Taping students' oral reading assignments has proven to be helpful in identifying problem areas. The Perceptiscope is an excellent audio-visual teaching technique. Even though the author does not consider the stories "high interest level" material for use with the Upward Bound student, the tachistoscopic practice has proven to be a motivating factor in helping students understand the process required to read by groups of words rather than word by word.

Periodically, magazines and newspapers can be incorporated into the reading program. These materials are highly recommended when teaching students how to read graphs, how to make use of directories, etc.

CONCLUSION

In conclusion, when teaching reading to the Upward Bound students the reading program must encompass a wide variety of high interest materials, motivating instructional methods, as well as thorough diagnostic testing.

APPENDIX A

Review of Selected Materials

TIMED READINGS, Jamestown Publishers

Designed to provide plentiful practice in building reading speed and comprehension using graded selections of standard word length (400 words). Students may chart their progress to reinforce learning. Subject matter ranges from the history to a backyard garden.

Experience - Students are responsive to charting their progress, particularly their reading rate. The majority of the students do well on the section "Reading Facts". The more difficult part seems to be "Understanding Ideas".

Six-Way Paragraphs, Walter Paulk, Jamestown Publishers

Includes 100 passages for developing the six essential categories of comprehension: subject matter, main ideas, supporting details, conclusions, clarifying devices, and vocabulary in context.

Experience - The passages are of a mature interest level. Students have apparently enjoyed the passages because they are short, informative and interesting. Students seem to feel good about doing 3 or 4 short passages rather than one long one. These passages are excellent for building reading skills and the background of the student.

CHAPTERS, James A. and Livia J. Giroux, Jamestown Publishers

Chapters is a literary approach to reading efficiency and presents a significant contribution to the field of reading instruction. It helps bridge the literary gap between the brief reading selection and the full length book and prepares the students to cope with the ever increasing demands of reading.

The text features chapters from 15 different books. A special introduction provides students with the critical and literary background important to reading appreciation, comprehension, and meaningful discussion.

Comprehension questions and Discussion Guides follow each selection.

Experience - Chapters is an excellent book to break the classroom routine. Students have enjoyed reading the selections. The full-length version of each of the selections are available for students to check out. Many have been motivated to read the full length version after reading the passage from Chapters.

ESSENTIAL READING SKILLS, Walter Paulk, Jamestown Publishers

This book is available in various reading levels. The availability of such a wide range of grade levels enables the instructor to touch upon each and every student's level. The six categories also found in Six-Way Paragraphs (subject matter, main ideas, etc.) are also found in this book.

Experience - This book has proven very helpful with the Upward Bound students. The wide range of grade levels allows each student to read at his own level. The stories are apparently interesting to the students.

SELECTIONS FROM THE BLACK, Edward Spargo, ed., Jamestown Publishers

This book has two purposes: (1) to improve reading and study skills and (2) to display what the Black man is saying and what he has said in the past. It includes selections from a wide variety of Black writers. The exercises following each selection include vocabulary in context, contextual aids, and comprehension. The comprehension exercise is broken down skill by skill (one question per skill) to display the student's strengths and weaknesses.

Experience - The Upward Bound students enjoy this book tremendously. Stories are read orally once per month and the exercises are completely individually. The material is of high interest level often motivating students to read an entire work after reading a selection.

READING DRILLS FOR SPEED AND COMPREHENSION, Edward B. Fry, Jamestown Publishers

This book is a bit more sophisticated than the others previously mentioned. There are 30 passages in the book, each followed by multiple choice, cloze comprehension, and vocabulary drills.

Experience - This book should be used with the best Upward Bound readers. The passages are quite long as are the exercises. It may also be used as a break in the routine, reading passages orally and answering the cloze comprehension section as a group. The charts are numerous but not complicated. Students appear to enjoy charting their progress.

NOTE: Information describing the purpose and contents of each book is taken from the Preface and/or Introduction of the individual works.

FOOTNOTES

[1]The summary of the three types of programs is taken from Eddie Kennedy's Classroom Approaches to Remedial Reading, 2nd Ed., (Itasca, Ill.: F.E. Peacock Pub., Inc.), 1977, pg. 3.

[2]The Nelson Reading Test, M. J. Nelson, (Boston: Houghton-Mifflin Co.), Revised Edition.

[3]"Keystone Telebinocular Eye Screening Test Manual", pg. 1.

[4]The "Keystone Telebinocular Eye Screening Test" is recommended by the American Optometric Association over the Snellen Wall-Chart tests.

[5]Thomas Estes, "A Scale to Measure Attitudes Toward Reading", Journal of Reading, Nov., p. 135.

[6]Based on results of the Nelson Reading Test, Form A.

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